Office of Special Education and Early Intervention
Michigan Department of Education

**Business Rules for Calculation of LEA Disproportionate Representation
in Special Education & Related Services
for All Disabilities and for Specific Categories of Disabilities
by Race/Ethnicity**

July 2008 Revision

1. Disproportionate representation calculations use data from both the fall Single Record Student Database (SRSD)[1] and the December 1st Michigan Compliance Information System (MI-CIS)[2] of the year being reviewed (e.g. SRSD Fall 2007, and MI-CIS December 1, 2007). Only students with disabilities, ages 6 through 21, per the Individuals with Disabilities Education Act (IDEA) Part B definition, are counted. Students placed by state agencies in residential facilities within district boundaries are excluded.

2. Calculations are only performed for districts with 30 or more students with disabilities.

3. Calculations are only performed for districts with a total enrollment (including special education) comparison group of $\geq$ 100 in the operating district.

4. Calculations are only performed for racial/ethnic subgroups (American Indian, Asian, Black, Hispanic, and White) with 10 or more students in a given disability category (cognitive impairment, emotional impairment, specific learning disability, other health impairment, speech and language impairment and autism spectrum disorder).

5. A Weighted Risk Ratio (WRR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are at least 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group). See the following URL page 16 to 18:
http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

6. An Alternate Risk Ratio (ARR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group). See the following URL page 21 to 22:
http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

7. A Risk Ratio (RR) is used to determine disproportionate representation when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (which is used to calculate WRRs and ARRs). The RR compares identification rates by race/ethnicity against the district's total student population.

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[1] Single Record Student Database (SRSD) is the statewide data system for all schools/students.
[2] The Michigan Compliance Information System (MI-CIS) is the statewide special education data system.

8. Two sets of the three ratios (WRR, ARR and/or RR) are calculated for each district, using the <u>Operating</u> district and <u>Resident</u> district data, for each racial/ethnic group across all disabilities and for each racial/ethnic group within each of the six designated disability categories. If there is an Operating district ratio but no Resident district ratio (due to a small number of resident students), the Operating district ratio is used to determine disproportionate representation. If there is no Operating district ratio, but there is a Resident district ratio, the district is <u>not considered</u>. Public School Academies (PSAs)[3] have only one set of ratios as they are only Operating districts.

9. The <u>lower</u> of the district's Operating district ratio or Resident district ratio is used to determine Over-Representation. Districts are considered to have <u>Over-Representation</u> when the appropriate ratio (WRR, ARR or RR) is greater than 2.5 for <u>two consecutive years</u> for any racial/ethnic group across all disabilities or for any racial/ethnic group within a single disability category.

10. The <u>higher</u> of the district's Operating district ratio or Resident district ratio is used to determine Under-Representation. Districts are considered to have <u>Under-Representation</u> when the appropriate ratio (WRR or ARR) <0.4 for <u>two consecutive years</u> for any racial/ethnic group across disabilities or for any racial/ethnic group within a disability category.

11. LEAs identified as having disproportionate representation per the above business rules will go through data verification. Upon completion of the verification process, the results will be reviewed in conjunction with data from multiple sources to determine appropriate focused monitoring activities.

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[3] Public School Academies are Michigan's term for charter schools. These schools constitute their own LEA.

Designating Race/Ethnicity for Students

SRSD Fall 2007 and December 1 Count in MI-CIS (Field 22)

In the SRSD and MI-CIS manuals, a district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity which are reported: American Indian, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported in Field 22. A **number 1** aligned with a racial/ethnic group indicates that it has the first priority.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group.

Designating Race/Ethnicity for Students Indicating Multiple Priorities

In the case of multiple number ones (1s), the student is indicating more than one racial/ethnic group. When this occurs, CEPI categorizes the student as **multiracial/ethnic**. CEPI evaluates student records only in terms of the designation of code "1" for race/ethnic groups.

The Office of Special Education Programs (OSEP) of the US Department of Education utilizes a different racial/ethnic group classification system than that used by CEPI. First, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the OSEP category Asian. Second, OSEP does not recognize the classification of multiracial/ethnic. Therefore, the multiracial/ethnic students must be classified into one racial/ethnic group. OSEP recommends distributing multiracial students proportionately into the other race/ethnicity categories.

Proportional Allocation of Multiracial/ethnic Students

The following is a step-by-step process for this proportional allocation:

1. Subtract the multiracial students from the population total
2. Calculate the proportion of each remaining racial/ethnic category for this new total
3. Multiply the multiracial total by the calculated proportions of the remaining racial/ethnic categories
4. Add the results to the appropriate racial/ethnic group
5. This process is followed for each remaining racial/ethnic group until the multiracial students are distributed proportionally across all groups.

Example: Reported values:
White = 2705.0, Black = 88.0, Asian = 25.0,
American Indian = 11.0, Hispanic = 68.0, Multiracial = 29.0

Total of White through Hispanic = 2897
White % = 2705/2897 = 0.9337

To determine the white proportion of the multiracial:
29 * 0.9337 = 27.078

Then add that to white: 2705 + 27 = 2732